LIFE SKILLS AMONG SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ROLE CONFLICT AND JOB STRESS

SYNOPSIS OF THE THESIS

Submitted by

Santosh Kumar

Registration No.: **AU22EDPHD0092**

Under supervision of

Dr. Suman Kumari

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION, FACULTY OF EDUCATION

BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

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MARCH 2024

DECLARATION

I hereby declare that the synopsis entitled ***"LIFE SKILLS AS RELATED TO ROLE CONFLICT AND JOB STRESSAMONG SENIOR SECONDARY SCHOOL TEACHERS'*** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other university or Institution for the award of any degree or diploma.

Place: Chail Chowk

Signature of the Scholar

Santosh Kumar

Name of the Scholar

Date: 24/5/24

Forwarded by:

Place: Chail Chowk

Signature of the Supervisor

Dr. Suman Kumari

Name of the Supervisor

Date: 24/5/24.

CERTIFICATE

This is to certify that the thesis titled ***"LIFE SKILLS AS RELATED TO ROLE CONFLICT AND JOB STRESS AMONG SENIOR SECANDARY SCHOOL TEACHERS"*** an original piece of work done by Santosh Kumar under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: Chail Chowk

Signature of the Supervisor

Dr. Suman Kumari

Name of the Supervisor

Date: 24/5/24.

"LIFE SKILLS AMONG SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ROLE CONFLICT AND JOB STRESS''

INTRODUCTION

Education plays a crucial role in everyone's life, setting us apart from other living beings. It elevates us to become the most intellectual and adaptable creatures on Earth piping us to tackle life's challenges effectively. Serving as a reflection of society, education is the driving force behind overall progress. It guides individuals from ignorance to enlightenment, from social darkness to advancement, and propels nations towards rapid social and economic growth. The ultimate goal of education is to prepare individuals for a successful life by enabling them to overcome obstacles they may encounter. In today's complex and competitive society marked by rapid industrialization and technological advancements, educational aims and objectives have shifted significantly. Students are now expected to possess not only high levels of empathy, general skills, and outstanding excellence through education.

Teaching is undeniably a noble profession, distinct from others due to its multifaceted nature. Teachers, as the primary agents of human development, play a crucial role. Unlike other professions, teaching demands more in terms of dedication. It requires teachers to invest hearts, finding beauty, joy, and fulfillment in their work. Teaching transcends mere imparting of information; it involves a commitment of both mind and soul. Teacher education is essential for maintaining high standards in school education. One of its key factors is the quality of teacher educators responsible for training future and current teachers. Teachers serve as the benchmark to gauge a nation's achievements and ambitions, reflecting the essence and potentiality of a country through their dedicated work The citizens of a nation mirror the values instilled by their teachers, who are regarded as the architects of society. Educators hold the crucial role of molding individuals into competent teachers through initial teacher training, allowing them to enhance their skills and dedication continuously. According to Swami Vivekananda, education is the revelation of the innate excellence within individuals. This form of education cultivates ethical individuals who comprehend their societal responsibilities in contributing positively. Education goes beyond mere accumulation of knowledge; it is about character formation, mental fortitude, intellectual growth, and self-reliance. It serves as a potent tool for human development and enhancing the quality of life. Education essentially enlightens and dignifies life by refining the human character and fostering overall growth. The efficacy of

education hinges on the collective efforts of parents, families, teachers, administrators, and the state. Teachers are pivotal in providing one of the most essential services through education, playing a significant role in shaping the nation. They lay the foundation of knowledge and character in students, acknowledging their interests, abilities, and limitations. Effective teachers are indispensable in any educational system, capable of transforming even the weakest system into a substantially better one. The demand for exceptional teachers with unique qualities is imperative.

Life Skills are developed through practice and perseverance. Various types of skills include literacy, language, functional, sports, vocational, recreational, and life skills. Among these, life skills hold the utmost importance. Understanding life skills is crucial at this point. Improving life skills allows us to adjust to different situations and individuals, ultimately leading to a healthy and optimistic life.

Life skills encompass specific attitudes, knowledge, and abilities that empower individuals to effectively tackle the demands and obstacles of daily life. Nelson-Jones (1992:232) suggests that essential life skills should be seen as consisting of three dimensions: attitude, knowledge, and ability. Life skills are described as "skills necessary for individuals to function effectively in society in an active and constructive manner" (Bono, 1993). The competency that aids individuals in overcoming these challenges successfully is referred to as life skills. Essentially, life skills are those competencies that enhance mental well-being and proficiency in young people as they encounter life's realities. Through life skills, one can consider options, evaluate advantages and disadvantages, and make logical decisions to resolve each problem or situation as it emerges.

Life skills involve psychological capabilities and social skills that assist individuals in making well-informed choices, addressing issues, thinking critically and creatively, communicating proficiently, establishing healthy relationships, empathizing with others, and managing their lives in a positive and productive way. The ten fundamental life skills outlined by the World Health Organization (WHO) are:

- self-awareness
- empathy
- critical thinking
- creative thinking

- decision-making
- problem-solving
- effective communication
- interpersonal relationships
- stress management
- Emotional regulation.

CONCEPT OF LIFE SKILLS

The idea of life skills pertains to abilities that equip individuals to lead independent and productive lives within a community. These skills are considered a subdivision of the essential skills required in the 21st century. They serve to assist individuals in effectively addressing the demands and obstacles encountered in everyday life, allowing them to manage their daily affairs adeptly. The cultivation of life skills is achievable through both life experiences and formal education. It is worth noting that the particular life skills emphasized may differ across various societies, shaped by communal norms and societal expectations. Ultimately, life skills facilitate individuals in realizing their full potential.

Although the term "Life Skill Education" is commonly used today, it is synonymous with living skills, which focus on generating income to meet personal financial objectives. Therefore, it is vital to distinguish between the two concepts. Life skills, as defined by the United Nations Children's Fund (UNICEF), refer to a behavioral development strategy aimed at enhancing knowledge, attitudes, and skills in a well-balanced manner. Research highlights the importance of addressing proficiency in all these areas to effect significant behavioral changes and mitigate risks effectively.

CATEGORIES OF LIFE-SKILLS EDUCATION

The principal life skills areas are everyday living skills. These are mentioned below:

- **Everyday living skills**

Everyday living skills contain possessions like handling finances and managing time, developing good health habits, cooking, and dusting. They are the skills needed for supporting a family and running household needs.

- **Self-development skills**

Self-development skills comprise self-reflection and empathetic, taking accountability for conclusions, pressure management, flexibility, serious thinking and goal setting.

- **Social skills**

Skills including coordination, communication and heeding, understanding, negotiating, and conflict determination are segregated as social skill. These skills help teachers to nourish their relationships outside the school, at their workplace, in society and moreover the relationships they will have with the own self.

- **Occupational skills**

Occupational skills focus on finding and retaining employment. This includes; creating resumes, preparing for meetings, and developing integrity at working place.

Importance of life skills

Life skills play an essential role in nurturing a positive and adaptable mindset towards life. These skills are acquired through personal experiences, perceptions, insights, stories, literature, parental guidance, religious teachings, education, media exposure, and cultural influences. Every individual possesses life skills, which require consistent honing to maximize their potential.

The Delors Commission (1996) emphasized four fundamental pillars of education - learning how to understand, learning how to apply knowledge practically, learning to coexist harmoniously, and learning self-realization. Particularly, learning to live together encompasses essential life skills such as conflict resolution, fostering mutual understanding, and promoting peace.

Life skills serve as a bridge between an individual's current capabilities and future potential, also enabling the development of psychological resilience needed to navigate life's challenges effectively. These skills encompass responsible behavior in managing personal affairs, providing a toolkit of human competencies acquired through education or direct life experiences to address common daily issues.

According to Hamburg and Takanishi, the importance of imparting life skills is increasingly recognized as a preventive measure against vulnerabilities individuals may face. These skill-focused programs aim to instill social competencies and life skills essential for nurturing positive emotional, social, and personal development.

Life skills are essential tools for young adults to establish an independent life, refine and pass on during midlife, and reflect on during old age. They are continuously learned and adapted by individuals across all stages of life. CBSE and WHO (1994) acknowledge that life skills empower individuals to translate knowledge and attitudes into practical abilities, influencing both personal well-being and social interactions positively. At the core of life skills philosophy lies the belief in self-empowerment and the notion that skills can evolve and improve as individuals face and overcome life's obstacles. These skills are instrumental in enabling individuals to thrive within their environment effectively.

How Are Life Skills Important to Teachers

1. Organization is important for life skills

Teachers all over the country spend hours organizing classroom materials. Students don’t need to know exactly where each piece of paper is located, but they need to find what they need even when the teacher isn’t nearby. The organization is also essential in the home, and students tend to be more successful at life goals if their environment is organized.

2. Communication

Teenagers are known for their inability to communicate effectively and maturely, particularly when it comes to expressing feelings. These feelings of awkwardness are unavoidable in high school students. Negative feelings often conflict with reality, so students don’t understand how much others care for them until they go through a tough time in their lives. Teachers have the ability to help students realize that people do care for them; this sense of security is essential in learning.

3. Financial Planning

In order to succeed in life, students need to know how to manage money. The financial lessons in school are rarely applied after students leave, but teachers can help by giving examples from their own lives. Teachers spend a good portion of their paychecks at the grocery store, so they can teach students about making choices along the way and how those choices add up over time. These skills will make a difference for years to come for adults who received them as teenagers.

4. Time Management

Big goals are important in life because they help keep adults on track and moving toward success. Time management is a skill that is often overlooked because adults rarely think about it. No one on the planet has the time to do everything he or she wants to do during a lifetime, so decisions become the deciding factor in what goals are chosen for achievement. Teachers like to have time for their hobbies, but they also need to make sure school work gets done, and students don't fall behind.

5. Empathy

Students need to have empathy if they hope to understand others before judging them. This skill isn't easily learned by teenagers who already have trouble expressing their feelings when things don't go as planned. Teachers can help students respond to others with empathy by explaining situations from their own perspectives. This can help students learn that feelings are different for everyone, and it's important not to judge others until they understand the emotions behind them.

6. Financial Stability and Self-Esteem

The proficiency of children's to learn by example is essential in shaping their futures. Nothing will help a student to recognition that she can do anything she puts her mind to; this tactic will have a direct effect on her self-esteem and her sense of pride for not just herself but for her family and community as well. The constant reinforcement of what is possible from teachers helps students understand that things aren't out of reach, despite their circumstances.

7. Decision Making

Teachers play an essential role in decision-making that impacts their students' education. These decisions must prioritize the students' best interests, particularly in handling disciplinary issues. While some decisions may be straightforward, all require thorough consideration and care before implementation in the classroom environment.

8. Teamwork

Collaboration is a fundamental aspect of a teacher's career, whether they prefer it or not. Since teamwork is a fundamental skill in most professions, students can benefit from observing how teachers cooperate in a team setting. This exposure can help students transition into team players themselves and equip them better for future work environments. Teachers often need to work together throughout their careers, whether they like it or not. Because cooperation is a requirement for most jobs, students will benefit

from seeing how others work in a team setting through the eyes of their teachers. This will make it easier for students to become part of a team themselves and be better prepared for the world of work.

The Final Word

Teaching can be a demanding profession, yet it is crucial for educators to uphold strong organizational abilities as a means of excelling in their field. Given the scarcity of resources in today's economy, teachers must strive for maximum efficiency. Effectively organizing their work allows teachers to achieve greater success when interacting with students within the classroom.

Concept and Nature of Role Conflict:

Role conflict emerges when expectations associated with a role diverge or become incompatible, coupled with an unclear definition of the role itself. The term "role" has been extensively defined, viewed as societal expectations or a combination of rights and responsibilities. A role is perceived as a set of socially anticipated behaviors that encompass duties and privileges linked to a specific group position. Initially rooted in theater, the term "role" has been interpreted diversely by social scientists and psychologists. Sociologically, roles serve as crucial behavioral guidelines, delineating expected conduct and framing socially acceptable actions. Individuals often assume multiple roles, each bringing forth distinct sets of expectations from various social groups. Roles are crucial guidelines for behavior, defining expected conduct based on group demands and goals. A teacher, for example, fulfills a distinct role within societal or national frameworks. Roles comprise defined activities representing potential behaviors for individuals in specific positions. A person's role is characterized as a pattern of social behavior deemed suitable based on group demands and expectations.

To elaborate on broader role meanings, including Role Expectation, Actual Role, Administrative Role, etc.:

- **Role:** Behavioral pattern exhibited by an individual in carrying out responsibilities in alignment with their current status.
- **Role Expectation:** Anticipated behavioral pattern perceived by others.
- **Factual Role Performance:** Real-time manifestation of an individual's role, observable by others.
- **Administrative Role**: Behavioral pattern of a principal engaged in various management aspects within the school.

- **Teaching Role**: Behavioral pattern of teachers in delivering knowledge to pupils.
- **Schooling Role:** Behavioral pattern of pupils in acquiring knowledge.
- **Self -Mastery Role**: Behavioral expectations related to adherence to specific rules and norms.
- **Sociable Role:** Behavioral patterns in relationships with others.

- **Personality and Emotional Role**: Encompasses the behavioral patterns of principals (administrators), teachers, and pupils concerning both physical and emotional expectations.

Moving to the concept of 'conflict,' it originates from the Latin word 'conflictus,' meaning collision or clash. Conflict definitions vary, focusing on causative agents like resources, power, values, or emotions. In education, conflict is described as a distressing state resulting from incompatible desires or a psychological theory linking personality manifestations to mental conflicts.

Conflict is interpreted as a fight, struggle, or clash of opposed principles. It arises from differences in needs, wishes, and values, leading to rivalrous interaction less controlled by society than competition. Sociologists distinguish between competition and conflict, emphasizing continuous and impersonal nature of competition and intermittent and personal nature of conflict.

The nature of conflict within society is subjective—it can be seen as opposition, an absence of agreement, a means to resolve social contradictions, or a natural process in human social interaction. Recent trends view conflict as a normal, everyday social phenomenon, inherent in human social systems. Conflict is perceived variably as a negative or positive process and is considered a natural part of human social development.

Young people encounter various conflicts in interpersonal, intrapersonal, and international situations, often arising from role incompatibility—termed 'role conflict.' The nature of roles, role performance, and the context in which roles are carried out are critical determinants of these conflicts.

The concept of role conflict in social system theory is categorized into three types: 1.Nomistic 2.Pictographic, and 3.Transactional Role Conflict.

1.**Nomistic Role Conflict:**

- Nomistic role conflict is rooted in the sociological dimension of the social system theory. In this dimension, society is perceived as comprising subsystems or institutions, each linked to specific roles and corresponding expectations. The nomothetic perspective emphasizes the broader societal and group-based aspects of role conflict
- **Types of Nomistic Role Conflicts:**
  a) Individuals may experience conflict when expectations from diverse reference groups within society clash, leading to a struggle in meeting these conflicting demands.
  b) Role conflict may arise when influential figures or authority figures convey expectations that are inconsistent or divergent, creating a challenge for individuals trying to adhere to these expectations.

2. **Pictographic Role Conflict:**

- **Pictographic Dimension:** This dimension is concerned with the psychological side of the system, focusing on the unique criterion of behavior of a person and their requirements in various situations.
- **Nature of Pictographic Role Conflict:**

❖ Involves conflicts within an individual's extraordinary personality with a unique set of need dispositions.

❖ May involve psychological needs of individuals conflicting with the needs of others, creating interpersonal conflict.

3. **Transactional Role Conflict:**

❖ **Nature of Transactional Role Conflict:**

- Arises when there is a disparity between an individual's personality (need dispositions) and the institution's role expectations.
- Involves conflicts stemming from incongruence between an individual's inherent traits and the expectations placed upon them by an institution or role.
- Highlights the tension between an individual's natural tendencies and the societal or organizational roles they are expected to fulfill.

Understanding these three types of role conflict provides insights into the diverse sources and dimensions of conflicts individuals may experience within social systems.

JOB STRESS

In the rapidly evolving landscape of today's work environment, job stress poses a significant threat to the well-being of employees and, consequently, to their organizations. While stress is widely recognized as a common element of modern life, understanding its definition, causes, symptoms, and effects is a complex undertaking. It is often described as a primitive response to contemporary organizational and social factors, commonly referred to as stressors.

Nature of Job Stress: Job stress permeates various aspects of life, including school, work, relationships, and family. Living in a time of heightened expectations, individuals find themselves under pressure from multiple sources: teachers expecting quick mastery of subjects, bosses demanding overtime on top of regular hours, and parents anticipating a weekly phone call delivered in a pleasant tone. This heightened expectation era contributes to feelings of stress, manifested in various ways, such as persistent colds or the need for antacid tablets at bedtime.

Scientific Understanding of Stress: From a scientific perspective, stress is any action or situation that places specific physical or mental demands on an individual, upsetting their equilibrium. While the physiological response to stress is uniform, the forms of stress are diverse, ranging from unconscious stress like city noise to routine activities like driving a car. Stress is an inherent part of life, affecting individuals across professions, roles, and ages. Managing stress is possible, but complete elimination is not feasible.

Challenging Traditional Ideas: New research challenges widely accepted notions about stress. Contrary to previous beliefs, some stress is considered necessary for well-being, and a lack of stress can even be detrimental. Severe stress is linked to serious ailments, and individuals experiencing high stress levels may become accident-prone.

Concept of Stress in Psychology: In psychology, stress is a vital concept, not only for research purposes but also for practical implications. Stress is a subjective experience influenced by background, temperament, and environmental conditions. It is an inherent

aspect of life, arising from constantly changing situations. Stress, defined as an internal state, can result from physical demands on the body or from environmental and social situations perceived as harmful or exceeding coping resources. Psychological responses to stress include anxiety, hopelessness, depression, irritability, and a feeling of incapacity to navigate the challenges of the world.

Occupational Stress Definition: Job stress, specifically, refers to Adverse physical and emotional reactions that occur when the demands of a job are not in harmony with the potentiality, facility, or require of the worker. It can lead to poor health and injury. Occupational stress, often confused with challenge, is distinct. Challenge energizes individuals, motivating them to learn and master new skills. On the other hand, occupational stress, arising from workplace conditions, can initiate or exacerbate stress from other sources.

Increasing Prevalence in the Workplace: In the contemporary workplace, stress is becoming more prevalent. People are working longer hours, taking on greater responsibilities, and exerting themselves strenuously to meet rising expectations. Intense competition heightens the stress, with individuals feeling the constant pressure to perform or risk being replaced by someone ready to step into their roles.

Various experts and organizations provide definitions of job stress, shedding light on its multifaceted nature:

- **Kyriacou (1987):**Defines teacher stress as "the experience by a teacher of unpleasant emotions such as tension, frustration, anger, and depression resulting from aspects of his work as a teacher."
- **Okebukola and Jegede (1989):**Define occupational stress as "a condition of mental and physical exertion brought about as a result of harassing events or dissatisfying elements or general features of the working environment."
- **United States National Institute of Occupational Safety and Health, Cincinnati (1999):** Defines job stress as "the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury."

- **United Kingdom Health and Safety Commission, London (1999):** Stress is described as "the reaction people have to excessive pressures or other types of demand placed on them."
- **Denise Allen:** Defines stress as "a feeling we experience when we lose confidence in our capability to deal with a situation."
- **The Directorate General for Employment, Social Affairs and Inclusion:** Describes stress as "the emotional, cognitive, behavioral, and physiological reaction to aversive and noxious aspects of work, work environments, and work organizations. It is a state characterized by high levels of arousal and distress and often by feelings of not coping."

  These definitions collectively emphasize the diverse dimensions of job stress, encompassing emotional, cognitive, behavioral, and physiological aspects. Job stress is not solely a physical challenge but also involves psychological and emotional responses to the demands and pressures of the work environment.

The Review of Related Literature

The analysis of related published works is a crucial step in the research process, serving several important purposes:

- The knowledge gained from related literature brings the researcher up to date on the current state of research in the field. This awareness allows the researcher to formulate objectives more precisely and clearly.
- By reviewing related literature, the researcher can avoid unproductive problem areas. This process enables the selection of research Domains with favorable results are more likely, guaranteeing the thoroughness of the study contributes meaningfully to existing knowledge.
- The review provides insights into research methodologies employed in previous studies. This understanding assisting the researcher in selecting suitable tools and instruments for the present study. Additionally, it offers insights into statistical methods used to ensure the validity of results.
- Reviewing related literature allows the researcher to learn about recommendations made by previous researchers for further studies. This insight guides the

researcher in identifying gaps in the existing knowledge that can be addressed in their own research.

In light of the importance of related literature, the following review summarizes various studies conducted by researchers:

Overall, a comprehensive review of related literature sets the foundation for a well-informed and focused research study, ensuring that the research aligns with existing knowledge and contributes meaningfully to the field.

Randolph, Watts, and Borders (2005) Revealed that adolescent males are susceptible to academic, social, and emotional issues, many of which are related to conflicts arising from gender socialization, specifically termed as gender role conflict. This study underscores the limited exploration of gender role conflict in adolescent males, despite the extensive literature available on this phenomenon in adults.

Lincoln (2009) Explored coping mechanisms used by women compared to men. The study conducted a post-hoc analysis to determine if teachers with and without dependents perceive conflicts between their work and personal roles differently. Results indicated that teachers with dependents perceived a conflict between their personal and professional roles. The study also discovered a positive correlation between years of experience and the utilization of coping mechanisms. Additionally, teachers with national board certification indicated a noteworthy disparity in dealing with conflicts positively compared to those without certification.

Prakash Chandra Jena's (2011) Research indicated that there was no substantial discrepancy in role conflict between male and female tribal teachers in secondary schools. The study also demonstrated an absence of notable variation in work motivation between male and female tribal teachers. Additionally, it emphasized that the active engagement of both genders in diverse educational activities resulted in no significant correlation between role conflict and work motivation among secondary school tribal teachers.

Netragaonkar and Khatal (2011) conducted an experimental research on a life skills awareness program for B.Ed students. The study, using a subset of 40 students with a single-group design, discovered that life skills awareness programs enhance knowledge

about life skills and contribute positively to students' perceptions pertaining to life skills education.

Abraham and Sandhya (2012) Adolescents who cope with emotional skills and make emotional adjustments improve developing their fundamental emotional life skills via youth united for victory on AIDS-school life skills programme. Good family support, healthy family relationships, ethical and moral values contribute to enhanced core affective and enhancing cognitive life skills in adolescents via youth united for victory on AIDS-school life skills programme Good relationships with peers and society improve enhancing cognitive life skills in adolescents via youth united for victory on AIDS-school life skills programme overall adjustment and positive self-concepts lead to improved fundamental emotional life skills via youth united for victory on AIDS-school life skills programme good scholastic achievements contribute to enhanced enhancing cognitive life skills in adolescents via youth united for victory on AIDS-school life skills programme.

Egbal and Frigga (2012) Positive correlations were found between life skills, self-efficacy, perceived efficiency, adjustment to university, and psychological well-being among junior students. Life skills, self-efficacy, perceived competency, and adjustment to university positively correlated with meaningful satisfaction.

Ganesh (2012) Coping skills were lacking among college students, with approximately 78% being aware of survival skills. The suggestion is made to impart life skills to college students to enhance their value system, employability, and overall societal harmony.

Gomes and Marques (2012) Students who received a life skills training intervention reported more developmental experiences related to life skills, greater life satisfaction, and a stronger tendency to be optimistic. Expectations about academic achievement were higher for the intervention group both before and after the intervention.

Djony Harijanto et al. (2013) investigated the impact of role conflict and role ambiguity on the self-efficacy, organizational commitment, and performance of nurses. Found that role conflict is not impact organizational commitment and performance, and there is an absence of mediating function of organizational commitment on the correlation between role conflict and performance.

Rajawat Pushpita (2013) Explored role conflict among women teachers at the secondary level and in relation to their performance. Revealed that women teachers at the experience elevated role conflict at the secondary level, this negatively affects their performance.

Sharma (2014) conducted a study to evaluate the life skills of higher secondary school students in Kerala. The results suggested that students at this educational level demonstrated moderate levels of life skills. Furthermore, a notable disparity existed among the life skills of male and female higher secondary school students, with females demonstrating superior life skills. The study emphasized the crucial role teachers and parents play in helping adolescents navigate the challenges and stresses inherent in this life stage. Teachers were urged to be competent in recognizing students' hidden talents, fostering their potential, and enabling them to lead effective and successful lives.

Agarwal and Agarwal (2014) investigated the correlation between role conflict, professional commitment, frustration tolerance, and teacher attitude among secondary school teachers. The research, conducted in the Meerut region with 400 teachers, revealed a significant association found a significant correlation between overall role conflict and the frustration tolerance of both male and female teachers. Nevertheless, the study found no significant correlation between total role conflict and frustration tolerance among teachers in rural and urban areas. The role conflict of government and teachers in public schools were significantly linked to their role performance.

Vanishree (2014) investigated the influence of work-related stressors on occupational stress in small and medium-sized enterprises (SMEs). The findings suggested that job stress among workers resulted from work overload, work ambiguity, and work conflict, resulting in concentration issues, mental blocks, and poor decision-making skills. Recommendations included reducing work conflict, overload, and role ambiguity through job redesign techniques, along with increasing organizational support activities such as counseling and stress reduction workshops.

Desa et al. (2014) discovered a noteworthy correlation between personalities and work-related stress. The study highlighted neuroticism and lie as two personality dimensions that were effective factors influencing job stress.

Kaur (2015) reported no significant impact of life skills, place of residence, or category on the spiritual intelligence of student teachers. The study concluded that student teachers from different categories, residing in urban or rural areas, and possessing varying levels of life skills exhibited similar levels of spiritual intelligence.

Prakash and Devi (2015) found that undergraduate students had a moderate life skills level. The research identified notable variations in life skills concerning the field of study, language of instruction, and place of residence, and whether students attended any life/soft skill courses. However, no significant differences were observed in life skills concerning gender and the type of management.

Chhirang and Saini (2015) discovered a inverse relationship between role conflict and teacher effectiveness among both private and government school teachers. The findings indicated a positive correlation between teachers' role conflict and facets such as morality, emotional well-being, and personality.

Narban et al. (2016) identified workplace stress as a pattern of responses—emotional, cognitive, behavioral, and physiological—to unfavorable and toxic work contexts, structures, and environmental factors.

Manabete et al. (2016) reported that stress significantly impacted teachers' lives, leading to physical health issues such as headaches, stomach upset, aches, and pains. The study also highlighted severe stress as a precursor to conditions like high blood pressure, diabetes, stroke, and heart disease, even potentially leading to death. Coping strategies for teachers and school heads included regular medical check-ups, exercise, and muscle relaxation.

Marilu Nunez Palomino and Fabio Frezatti (2016) found that Brazilian controllers perceived role conflict and role ambiguity in their responsibilities, and this was associated with job satisfaction more strongly affected by role ambiguity.

Koraei (2016) established a positive and direct relationship between spiritual intelligence and coping style, suggesting that individuals with higher spiritual intelligence utilized more effective coping strategies against psychological pressures.

Priya, Devi &Sudhan (2017) revealed that teachers in private schools experienced role conflict, and increased role conflict correlated with higher turnover intention and job stress.

Rodriguez-Mantilla and Fernandez-Diaz (2017) emphasized the importance of interpersonal relationships in schools, indicating their influence on burnout in secondary school educators and, consequently, the quality of the learning process.

Suleman et al. (2018) found that both male and female secondary school heads experienced occupational stress due to factors like job overload, role conflicts, demanding working conditions, political pressure, under participation, and unprofitability. However, there was no significant difference in the overall occupational stress encountered by both male and female heads.

Hu et al. (2019) demonstrated principal collegial leadership had an adverse impact on teachers' stress through the mediating influence of teacher self-efficacy. Professionalism also predicted teachers' stress, mediated by teachers' self-efficacy.

Chhabra (2020) showed a negative relationship between work role stress and job satisfaction and organizational citizenship behavior (OCB), while it was positively related to turnover intentions. Core self-evaluations (CSE) were positively related to job satisfaction and OCB but negatively related to turnover intentions. CSE was found to buffer the stress effect in predicting job satisfaction and turnover intentions.

Tokgöz and Önen (2021) revealed that perceptions of fairness and equality negatively influenced the stress levels of teachers and administrators. Male participants perceived their jobs as more stressful than females. Organizational democracy features did not substantially predict administrators' and teachers' job stress levels, suggesting the need for trauma-informed practice training and coaching support.

Prasad and Tanwar (2022). Conducted a study to find out the factors impacting the occupational stress of physical education teachers. The study aims to examine the occupational stress factors' impact on the physical education teacher's satisfaction The study used convenience sampling to select the sample of PE teachers working in Prakasam district government schools. To collect the data, the study used a questionnaire. To analyze the data, the study used linear regression. The results of the study showed that opportunities for career development had a significantly higher impact on the stress level of Physical Education teachers and lower involvement in decision-making had the least influence on their satisfaction level. The higher loading factors leading to occupational stress were physical education curriculum, responsibilities for pupils' safety and relation of a co-worker, job insecurity, and lack of administrative support.

NEED AND SIGNIFICANCE OF THE STUDY

The present era is characterized by cut-throat competition and lack of employment and job security and the youth are facing many challenging socio-emotional and personal issues. This requires an immediate and effective response from the prevailing system of education in relation to development such skills among students which can equip them to cope-up with the future challenges. The educational system should prioritize a more humane, adaptable, and systematic approach to support the cultivation of life skills among both educators and students. These skills encompass mental, social, and emotional intelligence. Unfortunately, there is a widespread lack of awareness and a comprehensive understanding of life skills among teachers, parents, and the broader public. Consequently, it is imperative for the existing educational system to integrate life skills education effectively.

Keeping this into views, the reason for proposing the present investigation is to understand gender variation in life skills of school teachersand its significance for their wards. This will additionally be helpful in knowing about the particular life skills, the teachers are unaware of. This will provide a chance to give more consideration on the cultivation of such life skills by the teachers and educational institutions.

Furthermore, it is commonly observed that school teachers are involved in various non-educational tasks, such as mid-day meals schemes, census duty, NSS, NSS duty, election duty, awareness duty, etc. Additionally, teachers are required to fulfill diverse roles in the school, community, and home. While these multiple responsibilities are essential, they also give rise to conflicts and stress among teachers. Thus, the researcher intends to examine the influence and relationship between life skills, role conflict, and job stress in the context of secondary school teachers.

The researcher has endeavored to identify factors contributing to role conflict among teachers, with the goal of reducing such conflicts and enhancing teachers' skills and work efficiency. Elevated levels of role conflict negatively impact the efficiency of teachers. Consequently, the study aims to explore how role conflict is generated or intensified, especially in the face of rapid changes in the social, economic, and political landscape. The study will also highlight the connection between life skills and role conflict, along with job stress, and how these factors mutually influence the life skills of secondary school teachers.

Moreover, this study aims to assess the influence of additional variables, such as gender and teaching experience, on the life skills, role conflict, and job stress experienced by secondary school teachers. The outcomes of this investigation are anticipated to provide valuable insights for enhancing life skills while mitigating role conflict and job stress among educators.

Furthermore, upon reviewing related literature, the researcher observed a scarcity of studies specifically exploring the consequences of role conflict and job stress on the life skills of secondary school teachers. Notably, there is a scarcity of studies carried out on these variables independently and exclusively. Given this gap in the existing body of knowledge, the researcher has chosen to address this research problem in the present investigation.

STATEMENT OF THE PROBLEM

"LIFE SKILLS AMONG SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR ROLE CONFLICT AND JOB STRESS''

OBJECTIVES OF THE STUDY

1) To study the level of life skills, role conflict and job stress of senior secondary school teachers.
2) To study gender-wise difference among senior secondary school teachers with regard to their life skills.
3) To study the difference in life skills among senior secondary school teachers with regard to their role conflict.
4) To study the interaction between gender and role conflict with regard to life skills among senior secondary school teachers.
5) To study stream-wise difference among senior secondary school teachers with regard to their life skills.
6) To study the interaction between stream and role conflict with regard to life skills among senior secondary school teachers.
7) To study the difference in life skills among senior secondary school teachers with regard to their job stress.
8) To study the interaction between gender and job stress with regard to life skills among senior secondary school teachers.
9) To study the interaction between stream and job stress with regard to life skills among senior secondary school teachers.
10) To study the difference in life skills among senior secondary school teachers with regard to their teaching experience.
11) To study the interaction between teaching experience and role conflict with regard to life skills among senior secondary school teachers.
12) To study the interaction between teaching experience and job stress with regard to life skills among senior secondary school teachers.
13) To study the correlation between role conflict and life skills among secondary school teachers.
14) To study the correlation between job stress and life skills among senior secondary school teachers.

HYPOTHESES OF THE STUDY

1) There will be no significant gender-wise difference among senior secondary school teachers with regard to their life skills.
2) There will be no significant difference in life skills among senior secondary school teachers with regard to their role conflict.
3) There will be no significant interaction between gender and role conflict with regard to life skills among senior secondary school teachers.
4) There will be no significant stream-wise difference among senior secondary school teachers with regard to their life skills.
5) There will be no significant interaction between stream and role conflict with regard to life skills among senior secondary school teachers.
6) There will be no significant difference in life skills among senior secondary school teachers with regard to their job stress.
7) There will be no significant interaction between gender and job stress with regard to life skills among senior secondary school teachers.
8) There will be no significantinteraction between stream and job stress with regard to life skills among senior secondary school teachers.
9) There will be no significant difference in life skills among senior secondary school teachers with regard to their teaching experience.
10) There will be no significant interaction between teaching experience and role conflict with regard to life skills among senior secondary school teachers.
11) There will be no significant interaction between teaching experience and job stress with regard to life skills among senior secondary school teachers.
12) There will be significant positive correlation between role conflict and life skills among senior secondary school teachers.
13) There will be significant positive correlation between job stress and life skills among senior secondary school teachers.

DELIMITATIONS OF THE STUDY

- The study will only include three districts i.e. Mandi, Bilaspur, and Hamirpur—in the state of Himachal Pradesh.
- The investigation will be restricted to government and private senior secondary schools affiliated to HP Board of School Education, Dharamshala. High/middle schools will not be considered in this study.
- The study will only include senior secondary school teachers teaching in 11th and 12th-grade classes in government and private schools affiliated with the HP Board of School Education, Dharamshala.
- The study will include approximately 600 to 700 senior secondary school teachers.
- The study will be delimited tone dependent variable i.e. life skills and five independent variables namely role conflict, job stress, gender, stream and teaching experience.

OPERATIONAL DEFINITION OF THE TERMS

Life skills:

Life Skills are the abilities for adaptive and constructive behavior that empower individuals to navigate effectively the challenges and experiences of life.In this current research, life skills will be measured with the help of Teachers Life Skills Assessment scale developed by Dr.Shipra Srivastava and Dr. Kiran lata Dangwal (2016) will be used.

Role Conflict:

Role conflict occurs when there are incompatible demands placed upon a person pertaining to their job or position. Individuals encounter role conflict when they feel pulled in conflicting directions. In the context of this study, role conflict is defined asin the context of conflicting demands associated with various roles held by senior secondary school teachers, both for short and extended durations. Teachers Role Conflict Scale developed by Dr. Madhu Gupta and Dr. Indu Nain (2014) will be used.

Job stress

Job stress is a mental and physical condition that that impacts an individual's productivity, effectiveness, personal health, and overall work quality. This study aims to investigate job stress specifically among senior secondary school teachers, focusing on the mental and physical aspects that influence their professional performance. For assessing the job stress of senior secondary school teachers, Research instrument will be developed by the investigator himself.

Senior secondary school teachers,

Senior secondary school teachers refer to the teachers working in both government and private senior secondary schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.

Variables of the Study:

In the present investigation, following variables will be considered as dependent and independent variables:

Dependent variable:

- Life skills

Independent variables:

- Role Conflict
- Job stress
- Gender
- Stream
- Teaching experience

RESEARCH METHOD TO BE EMPLOYED

In this study, the "Survey Technique" under the Descriptive Method of Research will be utilized.

Sampling

In the current investigation, a multistage sampling procedure will be employed.

In the initial stage, three districts—Mandi, Bilaspur, and Hamirpur—will be selected out of the 12 districts in Himachal Pradesh by using random sampling technique. In the second phase, list of educational blocks in the selected districts will be prepared and 8 educational blocks will be selected randomly. At the third stage, 12 senior secondary schools from each educational block will be selected by employing random sampling technique. At the last and final stage, all the teachers teaching in 11th and 12^{th} class will be selected by employing incidental sampling.

RESEARCH TOOLS USED

1. For assessing the life skills of senior secondary school teachers, Teachers Life Skills Assessment scale developed by **Dr.Shipra Srivastava and Dr. Kiran lata Dangwal** (**2016**) will be used.
2. For assessing the role conflict of senior secondary school teachers, Teachers Role Conflict Scale developed by **Dr**. **Madhu Gupta and Dr. Indu Nain (2014)** will be used.
3. In order to measure the job stress of senior secondary school teachers, Research instrument will be developed by the investigator himself.

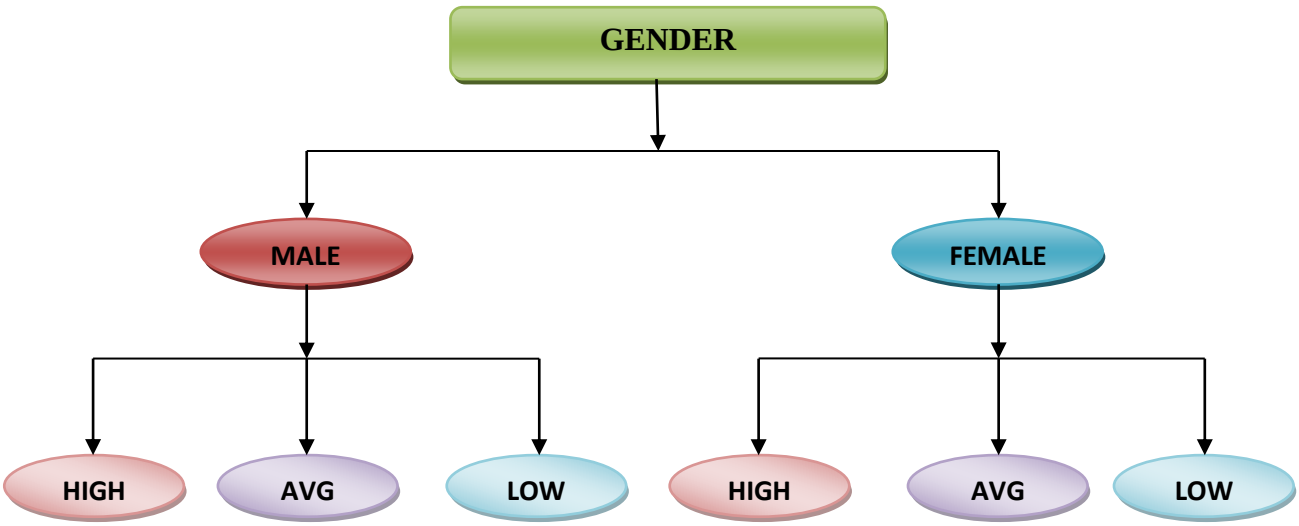
PROCEDURE FOR DATA COLLECTION

The investigator will seek prior permission from the head of each institution before administering the data collection tools to the senior secondary school teachers. The selected tools, including the Teachers Life Skills Assessment Scale, Teachers Role Conflict Scale, and the researcher-developed instrument for job stress, the tools will be administered to the senior secondary school teachers. Before completing the tools, teachers will be requested to provide necessary information for each item. All participating teachers will be assured that their responses will be treated confidentially and will not be disclosed.

DESIGNS OF THE STUDY

For realizing the objectives of the present study following research designs will be employed:

1. GENDER AND ROLE CONFLICT (2X3 RESEARCH DESIGN)



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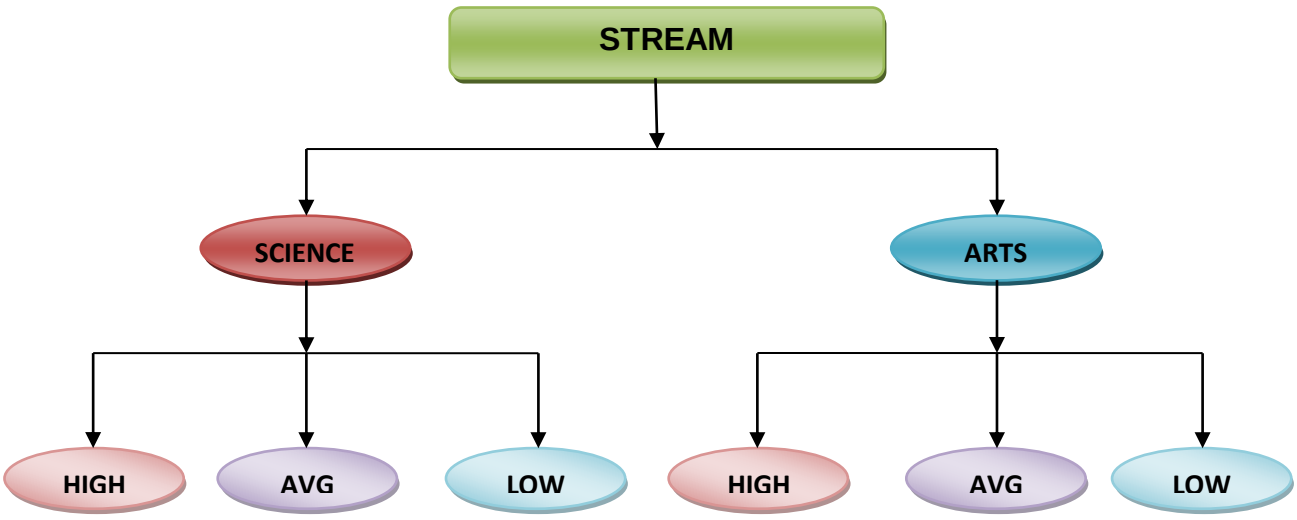
2. STREAM AND ROLE CONFLICT (2X3 RESEARCH DESIGN)



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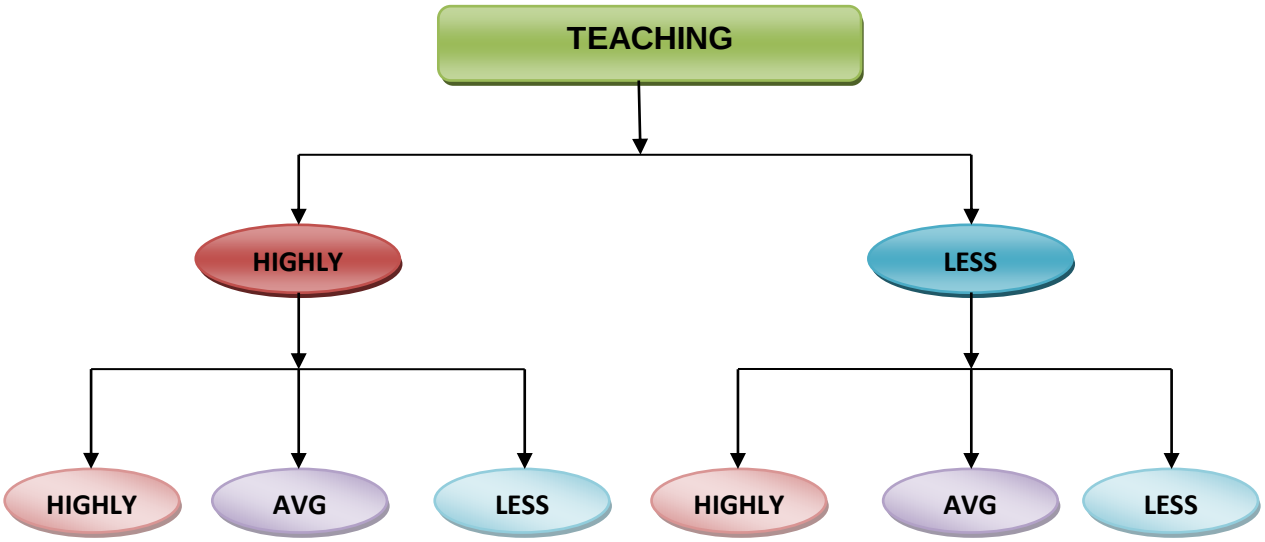
3.TEACHING EXPERIENCE AND ROLE CONFLICT (2X3 RESEARCH DESIGN)



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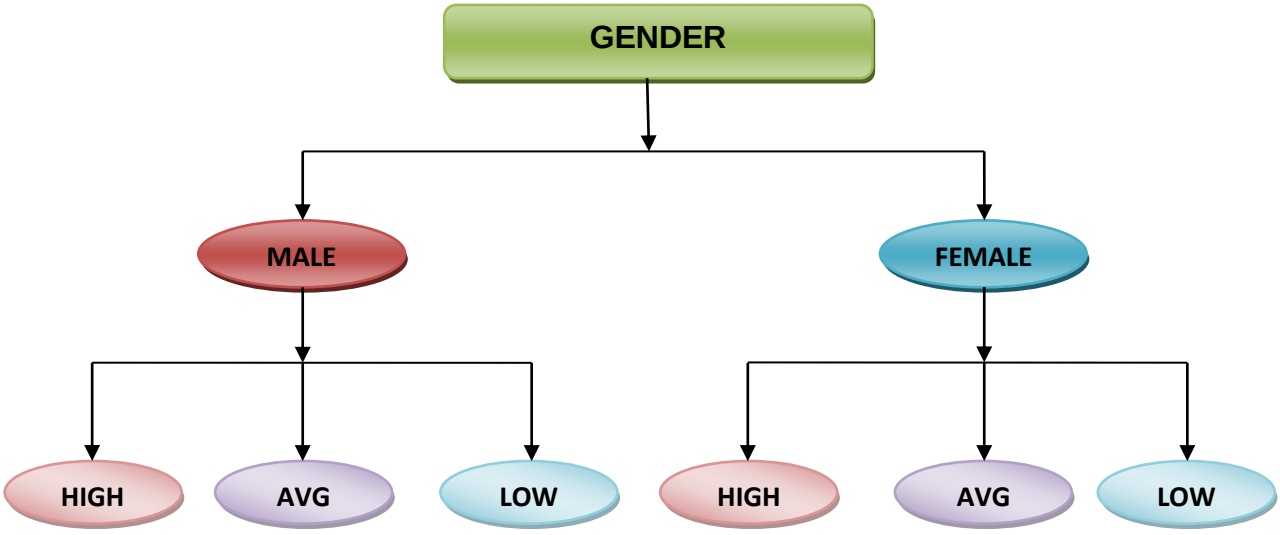
4. GENDER AND JOB STRESS (2X3 RESEARCH DESIGN)



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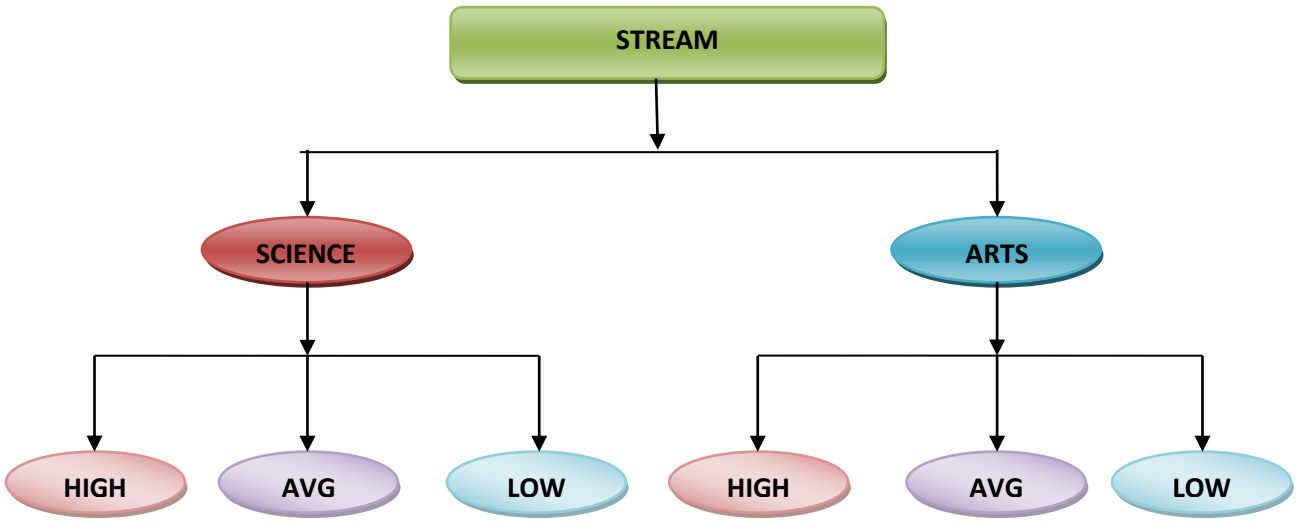
5. STREAM AND JOB STRESS (2X3 RESEARCH DESIGN)



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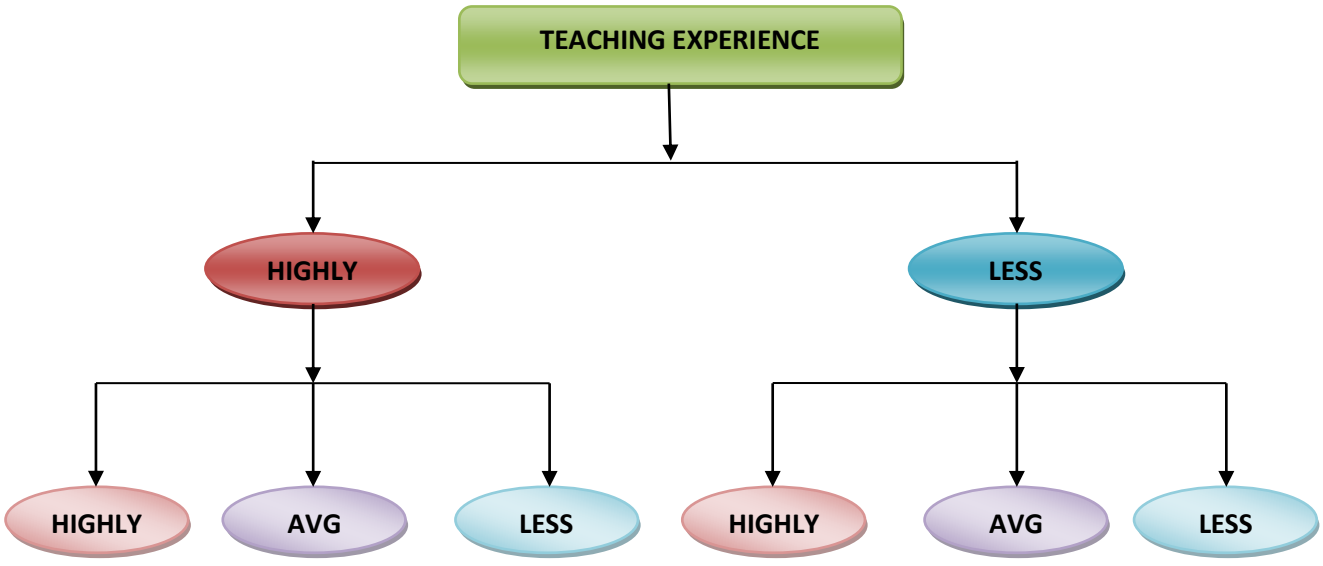
6. TEACHING EXPERIENCE AND JOB STRESS (2X3 RESEARCH DESIGN)



(Score on Dependant Variable)

STATISTICAL ANALYSIS

To study the life skills among senior secondary school teachers in relation to role conflict and job stress, several descriptive statistics, including Mean, Median, Mode, Standard Deviation (SD), Skewness, and Kurtosis, will be computed. The main and interactional effect of role conflict, job stress, gender, stream and teaching experience on life skills among senior secondary school teachers will be analyzed using the statistical technique of two-way ANOVA. Further to find the correlation between life skills, role conflict, and job stress, Pearson's Product Moment Correlation by Karl Pearson will be employed.

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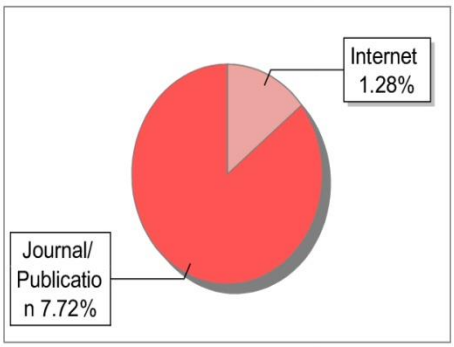

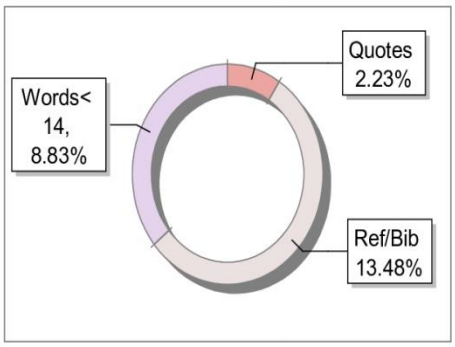

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